

4-11-2005

University of Northern Iowa Faculty Senate Meeting Agenda, April 11, 2005

University of Northern Iowa. Faculty Senate.

Let us know how access to this document benefits you

Copyright ©2005 Faculty Senate, University of Northern Iowa

Follow this and additional works at: https://scholarworks.uni.edu/facsenate_documents



Part of the [Higher Education Commons](#)

Recommended Citation

University of Northern Iowa. Faculty Senate., "University of Northern Iowa Faculty Senate Meeting Agenda, April 11, 2005" (2005). *Documents - Faculty Senate*. 959.
https://scholarworks.uni.edu/facsenate_documents/959

This Agenda is brought to you for free and open access by the Faculty Senate at UNI ScholarWorks. It has been accepted for inclusion in Documents - Faculty Senate by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

2005-04-11

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE
Agenda for Meeting of April, 2005
3:15 P.M. Presidential Room Maucker Union

CALL TO ORDER

APPROVAL OF MINUTES

Minutes of the March 28, 2005 meeting

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Provost Podolefsky
3. Comments from Faculty Chair, Dan Power
4. Comments from Chair Bankston

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

- 875/785 Emeritus Status request for Gregory Dotseth, Department of Mathematics, effective 7/02
- 876/786 Emeritus Status request for Darrel W. Davis, Department of Accounting, effective 6/05
- 877/787 Name Change, Department of Design, Family and Consumer Sciences
- 878/788 Suspension of Admissions to the Inter-American Studies Major/Minor
- 879/789 Grade Inflation Report

NEW BUSINESS

President Koob's Five-Year Review

ONGOING BUSINESS

Curriculum Review Process, continued from March 28, 2005 meeting

CONSIDERATION OF DOCKETED ITEMS

- 783 Emphasis in Software Engineering
- 784 2004 Annual Report, Committee on Admission, Readmission and Retention

ADJOURNMENT

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 875

Docket Number _____

Title: Emeritus Status request for Gregory Dotseth, Department of
Mathematics, effective 7/02

Standard Motions

- ____1. Place at head of docket, out of regular order.
- ____2. Docket in regular order.
- ____3. Docket because of special circumstances for _____
And notify sender(s).
- ____4. Refer to (standing committee) _____
- ____5. Refer to (administrative officer) _____
- ____6. Refer to (ad hoc committee) _____
- ____7. Return to petitioner with request for a more specific proposal.
- ____8. Return to petitioner with request for additional information and documentation.
- ____9. Return to petitioner because of decision not to docket at this time.
- ____10. Other procedural disposition _____

NOTES

Request for Faculty Emeritus Status at the University of Northern Iowa

Name Gregory Dotseth Department Mathematics

I wish to retire from my position as Associate Professor of Mathematics

at the University of Northern Iowa, effective July /01 /2002

Month Day Year

I have twenty (20) or more years of creditable service in higher education. (List institutions and dates of employment.)

Univ. Northern Iowa 1966 - 2002
Institution Date

Institution Date

Greg Dotseth 10 March 2005
Signature of Applicant Date

College Senate Chair: Include a statement verifying that ten (10) years of meritorious service has been concluded with the University of Northern Iowa. (Use back of this form if more space is required.) I have personally known Prof. Dotseth at UNI for 18 years.

Philip G. East 10 March 2005
College Senate Chair Date

Approved and Accepted

James Ridenhour 10 March 2005
Department Head Date
Joel K. Haack 3/14/05
Dean of College Date

University Faculty Senate Chair Date

Provost and Vice President Date

President Date

.....
Please prepare this form: sign and submit to your department Head. When the process for approval has been completed, the Provost's office will make copies and distribute them to each of the above signatories and the Department of Human Resources.

MAR 14 2005

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 876

Docket Number _____

Title: Emeritus Status request for Darrel W. Davis, Department
of Accounting, effective 6/05

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

Request for Faculty Emeritus Status at the University of Northern Iowa

Name Darrel W. Davis Department Accounting

I wish to retire from my position as Associate Professor of Accounting

at the University of Northern Iowa, effective 06 / 30 / 2005

Month Day Year

I have twenty (20) or more years of creditable service in higher education. (List institutions and dates of employment.)

University of Northern Iowa
Institution

August 1969 - June 2005
Date

Institution

Date

Darrel W. Davis
Institution
Signature of Applicant

March 22, 2005
Date

College Senate Chair: Include a statement verifying that ten (10) years of meritorious service has been concluded with the University of Northern Iowa. (Use back of this form if more space is required.) *Professor Davis exceeds the requirements for emeritus status both in length of service and in quality of service.*

Marion Weitz
College Senate Chair

3-28-05
Date

Approved and Accepted

Marion Weitz
Department Head

3/28/05
Date

[Signature]
Dean of College

3/29/05
Date

University Faculty Senate Chair

Date

Provost and Vice President

Date

President

Date

.....
Please prepare this form: sign and submit to your department Head. When the process for approval has been completed, the Provost's office will make copies and distribute them to each of the above signatories and the Department of Human Resources.

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 877

Docket Number _____

Title: Name Change, Department of Design, Family and
Consumer Sciences

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

MEMORANDUM

TO: Members of the UNI Faculty Senate

FROM: Howard Barnes, Head
Department of Design, Family and Consumer Sciences

DATE: March 31, 2005

RE: Department Name Change

The faculty in the Department of Design, Family and Consumer Sciences unanimously request a change of the department name to better reflect the academic programs within the department. The proposed new name is Design, Textiles, Gerontology, & Family Studies. This new name better represents to the public, including perspective students and their families, the academic programs offered by the department. The current name dates to a time when Family and Consumer Sciences Education was a major component of the department. That program was eliminated more than a decade ago. The Family and Consumer Sciences title represents various collections of programs depending on the university referenced. At the time the current name was chosen, not all Family and Consumer Science programs included an interior design program so "Design" was added to the beginning of our department name to highlight its existence within the department. While the current name includes the word "Family," suggesting the Family Services major, it does nothing to help the public understand the connection between the Textile and Apparel or the Gerontology programs and the department.

Academic programs, such as ours, that developed out of the old Home Economics tradition, take various forms and operate under a variety of names and program configurations. The most typical names in our region are Family and Consumer Sciences (Iowa State University, South Dakota State University), Human Ecology (University of Minnesota, University of Wisconsin, Kansas State University), or Human Environmental Sciences (University of Missouri).

Below are some examples of the configuration of programs at these various institutions.

Iowa State (soon to be merged with the College of Education and re-titled the College of Human Sciences)

Food Science & Nutrition
Human Dev. & Family Studies
Textiles & Clothing
FCS Ed. & Hotel, Restaurant and
Institution Management

South Dakota State

Apparel Merchandising & Interior
Design
Family Resource Network
Human Development, Consumer
& Family Sciences
Nutrition, Food Science & Hospitality

U. of Minnesota

Design, Housing & Apparel
Family Social Science
Food Science & Nutrition
Social Work
Family Education

U. of Wisconsin

Consumer Science
Environment, Textile & Design
Family & Consumer Communications
Human Development & Family
Studies
Interdisciplinary Studies

Kansas State

Apparel, Textiles & Interior Design
Family Studies & Human Services
Hotel, Restaurant & Institutional
Management and Dietetics
Human Nutrition
General Human Ecology

U. of Missouri

Consumer & Family Economics
Environmental Design
Nutritional Sciences
Human Development & Family
Studies
Textile & Apparel Management
Social Work
FCS Education

As you can tell from this array of program configurations, there is little consistency in program offerings across universities throughout our region. This is also true in other regions of the country. Unfortunately, this varying mix of programs often creates confusion for the public when they try to locate academic programs.

Currently, the presence of our Textile and Apparel Program and Gerontology Program in this department is not indicated by the department name. Given the changes that have occurred in the programs offered by the department, and our unanimous desire to incorporate academic program titles into the department name, we request your support in changing the name of the department to Design, Textiles, Gerontology, & Family Studies.

This request has already been approved by the department faculty, the SBS Senate, the Dean of the College of Social and Behavioral Sciences and is being forwarded to you through the Provost's Office.

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 878

Docket Number _____

Title: Suspension of Admissions to the Inter-American Studies
Major/Minor

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

DATE: April 5, 2005
TO: University Senate
FROM: Philip Mauceri, Advisor Inter-American Studies
SUBJECT: Suspension of Admissions to the Inter-American Studies Major/Minor at the University of Northern Iowa

This memorandum is to request that the University Senate suspend student admissions into the Inter-American Studies Major/Minor at the University of Northern Iowa effective immediately, and to request that the Senate adopt a motion to this effect. This action has the support of the members of the Inter-American faculty committee and the CSBS and CHFA Senates.

There are currently no students in the Inter-American Studies Major/Minor, and the program has not been able to attract student or faculty interest for several years. At this time, the faculty would prefer to re-constitute a Latin American Studies Minor and/or Certificate in Latin American Studies during the next curriculum cycle, which would have a greater probability of attracting students.

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar Item 879

Docket Number _____

Title: Grade Inflation Report

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

Report to the Faculty Senate
Ad Hoc Committee on Grade Inflation

University of Northern Iowa
March 31, 2005

Introduction

Last Fall the senate received input on what could make UNI a better place. Six items were identified as issues the Senate could address in the future. One of the items was related to grade inflation (see minutes for 12/13/04). Senators MacLin, Heston and Wurtz volunteered to serve on the committee.

The committee held its first meeting December 17, 2004. At that meeting the committee agreed that they should adhere to the following guidelines: a) define grade inflation, b) determine how grade inflation is evaluated by examining the literature on grade inflation, c) gather relevant UNI data related to grade inflation, d) determine if issues of grade inflation had previously been examined/addressed at UNI, e) determine if grade inflation is a problem at UNI and d) return recommendations to the Senate.

It should be noted that a Senate Report from an ad hoc committee on grade inflation was later located by our current committee during the course of our investigation. The report was written April 30, 1982 and is included with the current report. The report defines grade inflation, discusses historic grade point data for UNI, provides issues for further study, and possible immediate action (See Appendix A). The data used in the report date from 1944 to 1981. ACT scores are reported beginning in 1959.

Definition of Grade Inflation

After examining the report, the current committee agreed for the most part with the previous definition of grade inflation. Although dated, their definition of grade inflation as a “conspicuous increase in Grade Point Average (GPA)” is consistent with the current literature we examined. It should be added that an increase in grades is not in and of itself a problem if accompanied with a concomitant increase in academic ability. Our current committee also agreed that a stable GPA accompanied with a decrease in ability might also be considered grade inflation as one would expect grades to decrease as ability decreases. As with the previous committee we adopt this definition with the slight modification, resulting in the following definition: Grade inflation is an increase in GPA in the absence of a concomitant increase in ability.”

Evaluation of Grade Inflation

Many factors can be taken into consideration when examining increases in GPA. These factors may be under the control of the University e.g., types of student accepted, ACT/SAT cutoffs, transfer students, or how the students are taught and evaluated. For example, if a class is mastery based, one would expect a higher GPA. Additionally, the rigor of the testing and whether the exam is curved and how it is curved can affect GPA. Student evaluations may also be a factor as educators may feel pressure to improve their evaluations by reducing grading standards. Finally, other factors are based on day-to-day constraints and decisions the students make such as, number of hours spent studying, number of hours working, and course load. A related factor is tuition. One might imagine as tuition increases, the time allocated to working may increase while time studying may decrease.

Relevant UNI Data

The current committee decided to examine changes in freshmen GPA relative to changes in ACT scores. GPAs and composite ACT scores were obtained from the Office of the University Registrar at UNI dated January 2005 (See Appendix B). ACT scores

date from 1973 to 2004. GPA was also obtained from the Registrar dating from 1946 to 2004. GPAs are categorized by Academic Standing and by Semester Term (See Appendix C). Other summary data examining national trends were obtained from an internet source (See Figures 1 and 2).

Is Grade Inflation a Problem at UNI?

The current committee decided to extend the data reported by the 1982 committee by graphing the relationship between ACT and GPA to determine if GPA increased beyond increases in ability as measured by ACT (See Figure 3). When comparing Figure 3 in the current report to Figure 3 in the previous committee's report, note that ACT is on the same 20 to 26 scale on the left of each graph, however the scale for GPA in the current report had to be extended from previous range of 2.00 – 2.60 to 2.00 – 3.00 as the current GPAs exceed those of the 1982 report.

An examination of Figure 3 indicates a decrease in GPA and ACT for the approximate 1970 – 1976 period. From 1976 to 1978 ACT scores continued to decline while GPA increased sharply. From 1978 to 1982 both ACT and GPA remained relatively constant. From 1982 to 1986 it appears that increases in ACT out gained increases in GPA. From 1986 to 1997 changes in ACT and GPA appear relatively systematic until 1998 where Act scores appear to decrease beyond decreases in GPA. The large increase in ACT scores occurring between 1989 and 1990 reflect the 'Enhanced ACT Format.' At this point it is difficult to determine the direction of the current trend. It should be noted that it is possible to fit a regression line for both ACT and GPA. We chose not to. However, we calculated a Pearson's Correlation for the data (1973 to 2003) and found a significant correlation, $r(31) = .837$, $p < .01$, indicating that there are systematic increases and decreases in GPA and ACT scores.

Based on our evaluation, our committee finds little evidence for grade inflation beyond that discussed in the 1982 report. It is possible that UNI is currently experiencing a widening gap between ACT and GPA, yet this is difficult to determine from Figure 3. While GPA at UNI has increased over the years, an increase in ACT has occurred as well. This may account for the 'Grade Inflation' data posted on the internet site (See Figures 1 and 2).

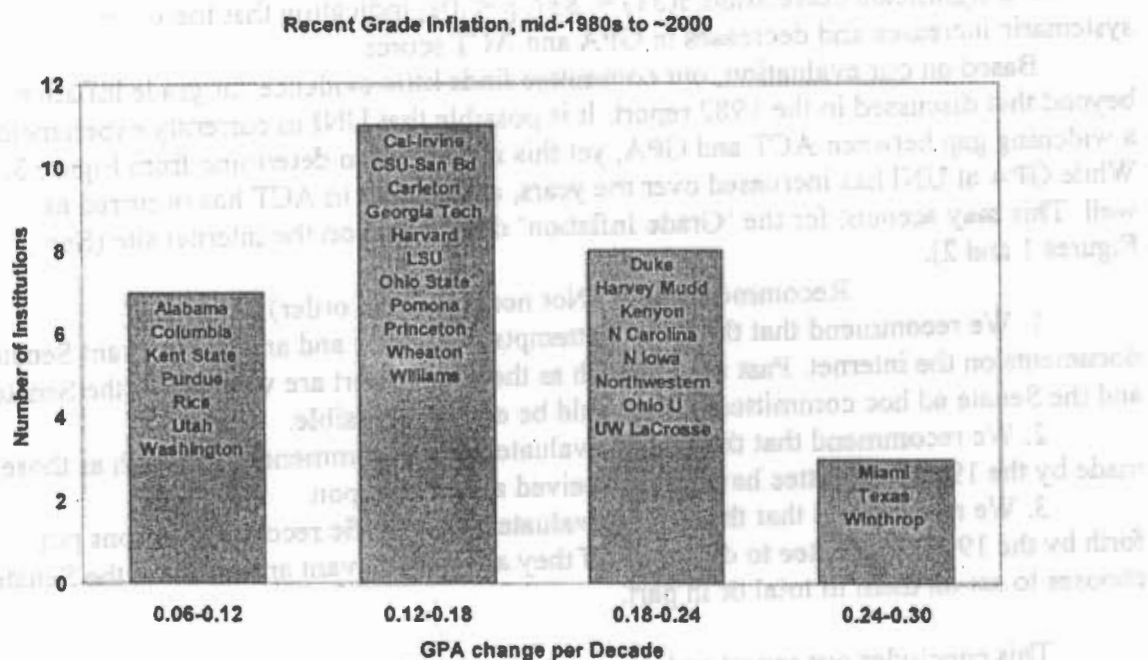
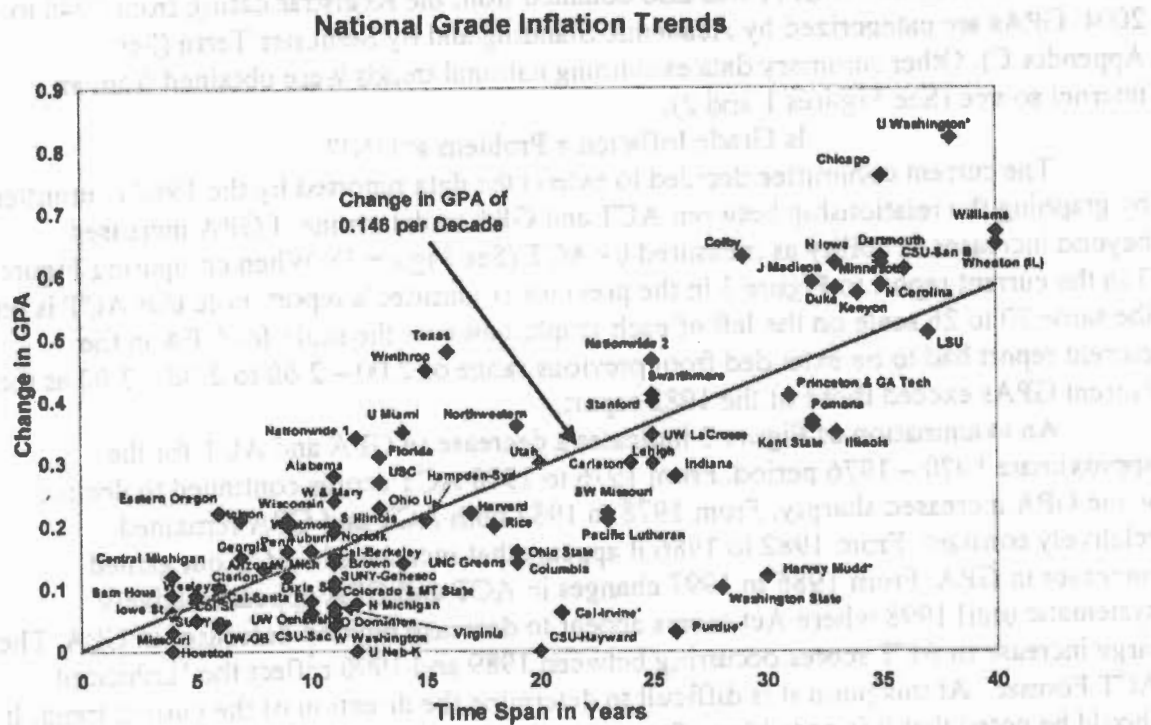
Recommendations (Not necessarily in order)

1. We recommend that the Senate attempts to recover and archive relevant Senate documents on the internet. Past reports such as the 1982 report are valuable to the Senate and the Senate ad hoc committees and should be easily accessible.

2. We recommend that the Senate evaluates how recommendations such as those made by the 1982 committee have been received and acted upon.

3. We recommend that the Senate evaluates the specific recommendations put forth by the 1982 committee to determine if they are still relevant and whether the Senate chooses to act on them in total or in part.

This concludes our report and our service to the Senate as the ad hoc committee on grade inflation.



Figures 1 and 2

Taken from: <http://www.gradeinflation.com/>

Based on: <http://www.uni.edu/regist/statistics/fall1999/table16.pdf>

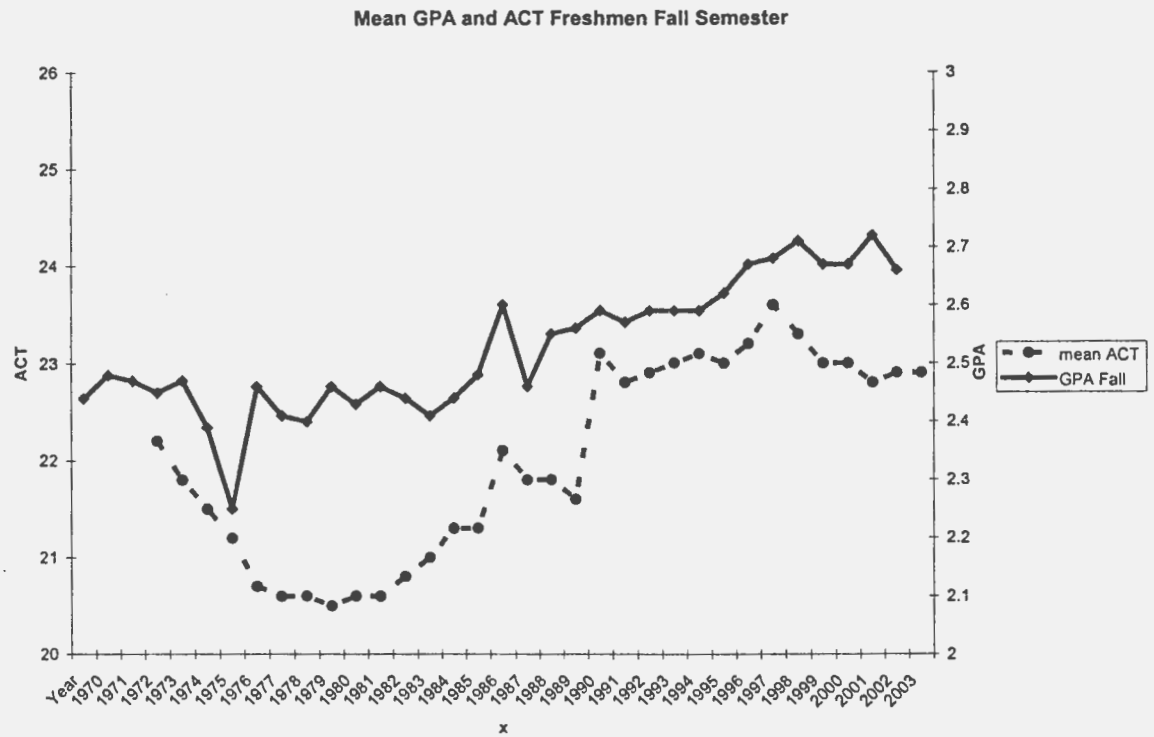


Figure 3.

Appendix A. Faculty Senate report on grade inflation



University of Northern Iowa

Office of the Registrar

Cedar Falls, Iowa 50614
Telephone (319) 273-2241

April 30, 1982

Professor Darrel Davis, Chair
University Faculty Senate
UNI

Dear Darrel:

Enclosed is the report to the University Faculty Senate from the ad hoc committee on Grade Inflation.

Sincerely,

A handwritten signature in cursive script that reads "Bruce Rogers".

Bruce Rogers
Assoc Prof

Enclosure

May 10, 1982

Report to the Faculty Senate
Ad Hoc Committee on Grade Inflation

University of Northern Iowa
May 5, 1982

Barbara A. [Signature]

Barbara A. [Signature]
Associate Prov.
Enclosure

INTRODUCTION

Last fall, the UNI Faculty Senate received a letter from Dr. Thomas Hansmeier suggesting that they might want to examine the topic of grade inflation. Dr. Hansmeier pointed out that he had been in communication with the head of a committee at Southern Methodist University which had studied the problem at their school and the results encouraged him to advocate that our Senate address itself to this issue.

The Senate concurred and on December 14, 1981 authorized its chairman, Dr. Darrel Davis, to appoint an Ad Hoc Committee on Grade Inflation. Four faculty members were invited to serve along with the Registrar. The committee held its first meeting on February 25, appointed a chairman and secretary, and discussed its course of action. The members of the Committee are:

Dr. Kenneth De Nault, Dept of Earth Science
Mr. Marvin Jensen, Dept of Communication and Theatre Arts
Mr. Robert Leahy, Registrar; Secretary
Dr. Bruce Rogers, Dept of Educational Psychology and Foundations; Chairman
Dr. Hoyt Wilson, Dept of Management

As a result of the first and subsequent meetings, it was determined to investigate the following questions:

1. How should the term grade inflation be defined?
2. To what extent does grade inflation exist at UNI?
3. What further studies could the Senate authorize?
4. What immediate steps could the Senate take?

The following sections are organized according to the above questions.

1. DEFINITION OF GRADE INFLATION

While the study of grades is a standard topic in the education research literature, the concern over average grade increases in institutions of higher education was most forcefully brought to public attention by the results of a 1974 survey of 314 colleges and universities (Juola, 1979). It was reported that a most conspicuous increase in Grade Point Average (GPA) of over one-fourth of a grade point occurred in the short interval of about 1968 through 1974. This dramatic increase is commonly labeled "Grade Inflation" (Prather, et al., 1979), an allusion to the economic inflation which was also beginning to occur during that same time period. Subsequent studies (e.g., Juola, 1979; Suslow, 1977) have indicated that the national GPA has shown a very slight decline since 1974.

It is not obvious that an increase in GPA per se should be labeled "grade inflation." Bejar and Blew (1981) have suggested that "Grade inflation exists when grades increase without a concomitant increase in ability." This definition of grade inflation, which appears to capture the meaning ascribed by most writers on the subject, was adopted by the members of this committee.

2. HISTORIC GRADE POINT DATA FOR UNI

Undergraduate grade point averages at the University of Northern Iowa, Iowa State University and the University of Iowa were compiled by Registrar Robert Leahy (TABLE 1). From 1944 until 1968 the yearly average undergraduate GPA at the University of Northern Iowa ranged from a low of 2.28 to a high of 2.50 and averaged 2.38. In 1969 the yearly average began to rise sharply, peaking at 2.77 in 1972. The average remained at about this level through 1974 and then declined in 1975. Since 1975 the average GPA has remained about 2.70 (Figure 1). An era of rapid increase in average GPA at UNI was between 1969 and 1972 when the GPA rose .35 points in 4 years. The present average has remained approximately constant for the last five years at about .32 points above the pre-1969 average.

The increase in average undergraduate GPA at UNI roughly parallels similar increases at the University of Iowa, Iowa State University, and the national average (Figures 1 and 2). Although the increases in GPA at the University of Iowa and Iowa State University were of equal magnitude to that at UNI, the rise at our sister institutions was spread over a longer period of time. Also, the GPA at both the University of Iowa and Iowa State University has declined since 1974 while the GPA at UNI has remained constant.

Our committee was interested in an increase in grades "without a concomitant increase in ability." Measurements of ability are not readily available for the entire university but the average ACT composite score is available for entering freshmen (TABLE 1). Figure 3 shows the average fall semester GPA and mean ACT composite score for freshmen at UNI during the period 1960 to 1981. The graph indicates that both ACT and GPA increased from 1960 to 1970. Since 1970 the GPA for first-semester freshmen has remained constant whereas ACT composite scores have fallen from 24.1 to 21.1. This suggests that grades for freshmen at UNI have remained constant while the academic potential of freshmen has declined. Supporting this hypothesis is the fact that the percent of freshmen whose ACT composite score was below 21 has risen from 18% to 50% and the percent of entering freshmen who rank in the lower half of their high school class has increased from 10% to 23% during this same 1970 to 1981 period (TABLE 1).

TABLE 1

Student Grade Point Average and Related Ability
Fall 1944 - Fall 1981

Year	Rank in	UNI Freshmen		UNI Freshmen	All Stu. Average Undergrad GP			
	HS Class	ACT Composite			Fall Term			
	% in Lower Half	% Below 21	Mean		UNI	ISU	UIA	Nation*
1944				2.21	2.36	NA		
1946				2.20	2.32	NA		
1947				2.04	2.30	2.35		
1948				2.11	2.34	2.35		
1949				2.14	2.42	2.39		
1950				2.23	2.46	2.39		
1951				2.22	2.45	2.38		
1952				2.26	2.49	2.36		
1953				2.25	2.50	2.37		
1954				2.23	2.43	2.37		
1955	20.0			2.26	2.47	2.35		
1956				2.24	2.46	2.39		
1957	23.0			2.15	2.38	2.37		
1958	18.0			2.09	2.33	2.36	2.33	
1959	13.0		22.3	2.08	2.37	2.41	2.37	
1960	6.0		22.3	2.04	2.28	2.43	2.32	2.36
1961	10.0		22.2	2.11	2.31	2.44	2.31	
1962	13.0		23.0	2.11	2.31	2.43	2.38	
1963	8.0		23.0	2.15	2.32	2.47	2.40	
1964	8.0	21.8	23.0	2.13	2.33	2.49	2.40	
1965	7.0	19.0	23.0	2.24	2.40	2.51	2.41	2.44
1966	6.1	18.1	23.4	2.17	2.34	2.52	2.43	
1967	7.0	18.5	24.1	2.20	2.38	2.54	2.48	
1968	5.4	18.6	24.1	2.23	2.42	2.59	2.50	2.52
1969	7.6	18.2	24.1	2.31	2.53	2.63	2.56	
1970	9.9	18.1	24.2	2.44	2.59	2.64	2.67	2.63
1971	11.7	21.6	24.1	2.48	2.70	2.69	2.71	
1972	14.6	25.2	23.8	2.47	2.77	2.73	2.73	2.72
1973	23.3	34.4	23.0	2.45	2.76	2.75	2.75	
1974	22.0	37.6	22.8	2.47	2.76	2.74	2.76	2.77
1975	22.7	41.6	22.2	2.39	2.69	2.69	2.71	2.74
1976	21.0	41.2	21.8	2.52	2.73	2.71	2.74	2.73
1977	22.5	50.2	20.8	2.46	2.70	2.70	2.73	2.72
1978	23.6	48.9	21.1	2.41	2.70	2.69	2.74	2.72
1979	19.7	48.7	21.1	2.40	2.68	2.68	2.71	
1980	21.6	50.8	20.8	2.46	2.72	2.66	2.71	
1981	22.9	49.2	21.1	2.43	2.70	2.60	2.69	

*Survey of 314 College and Universities (Juola, 1979)

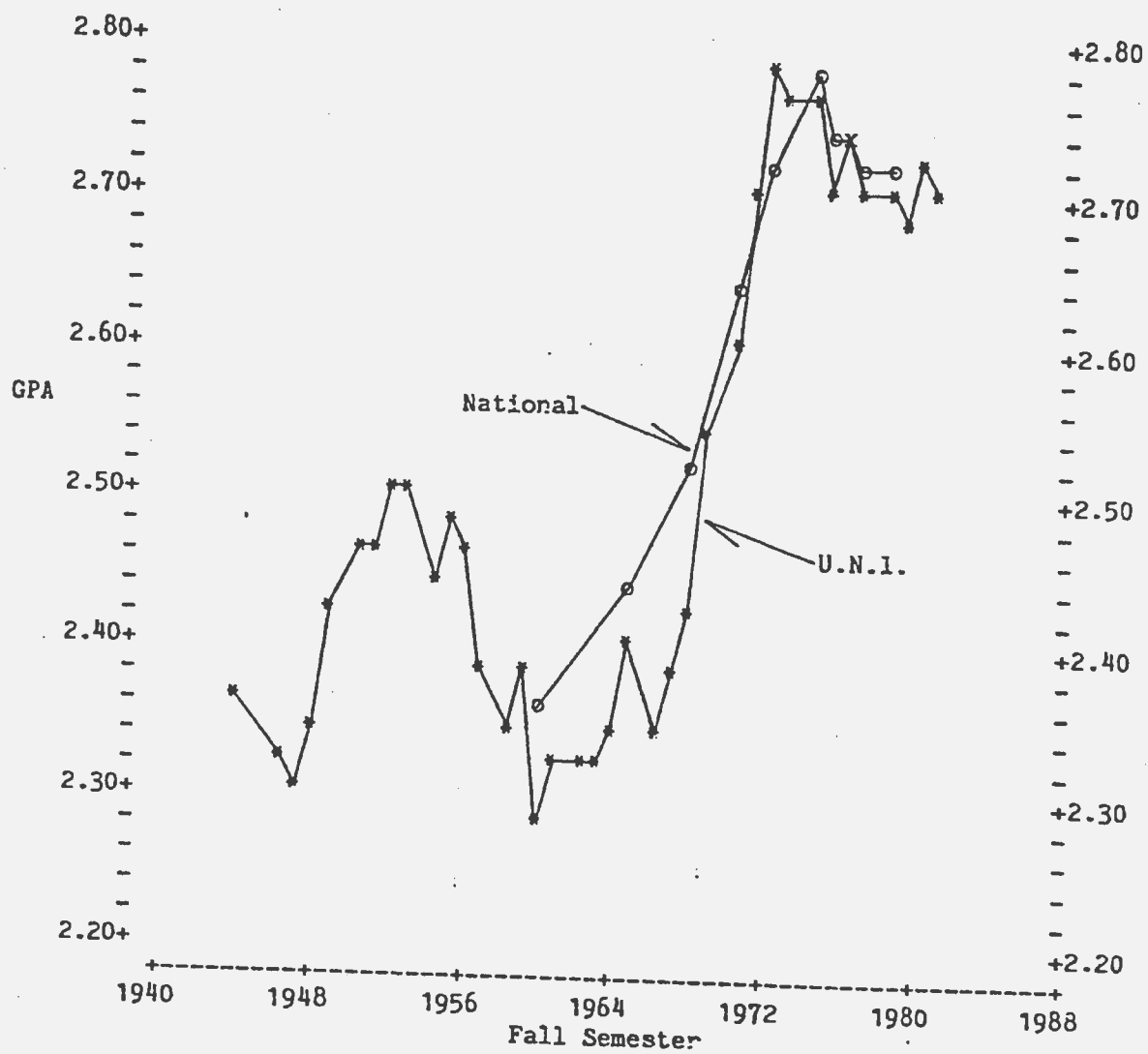


Figure 1. Average fall semester undergraduate GPA at the University of Northern Iowa (UNI, 1944-1981) and average national GPA (1960-1978).

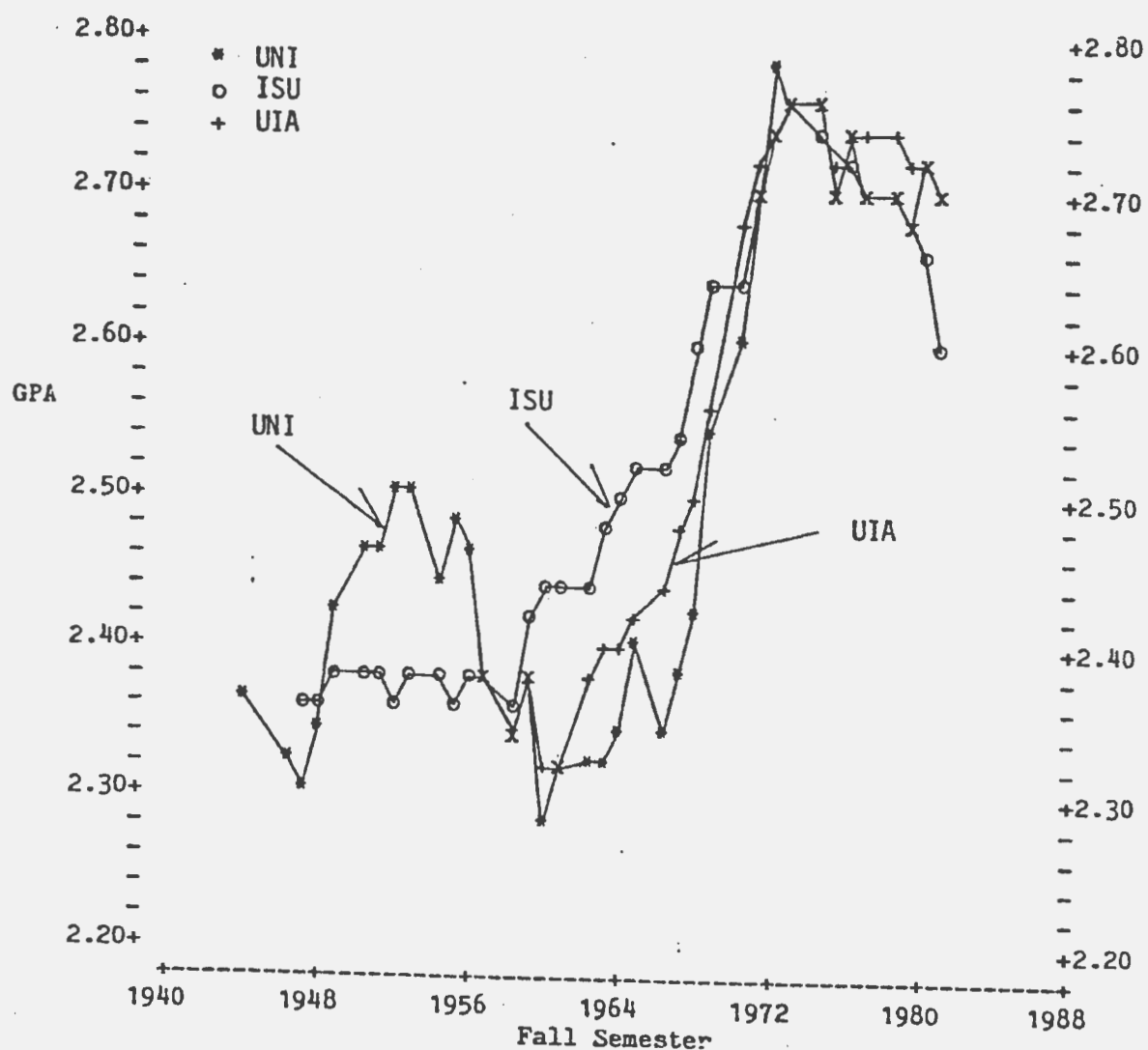


Figure 2. Average fall term undergraduate GPA at the University of Northern Iowa (UNI, 1944-1981); Iowa State University (ISU, 1947-1981); and the University of Iowa (UIA, 1958-1961).

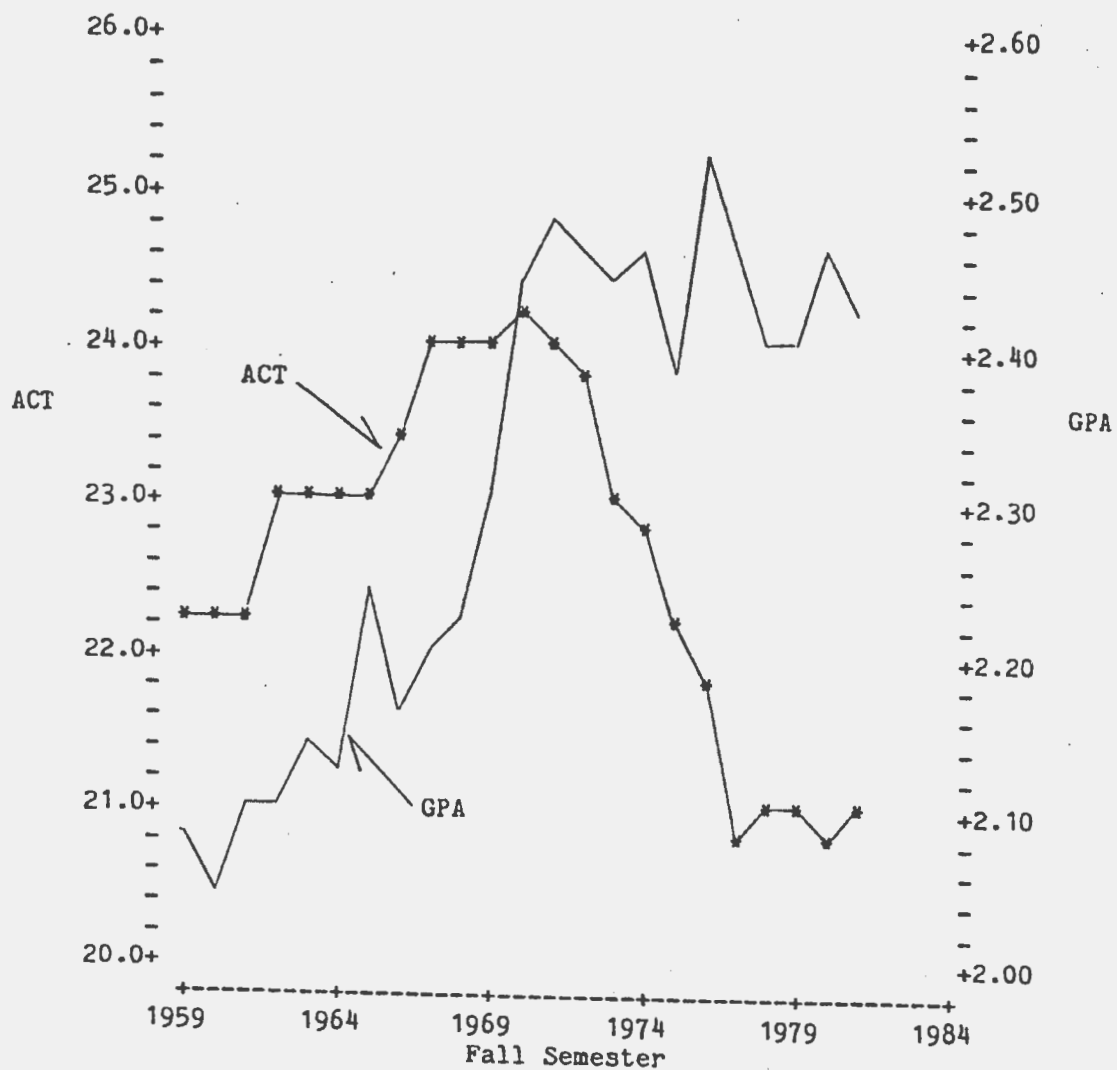


Figure 3. Average fall semester HPA and mean ACT composite score for freshmen at the University of Northern Iowa for the period 1959-1981.

3. ISSUES FOR FURTHER STUDY

The Senate may want to create a second committee to explore in depth the implications of the preceding data. Such a committee could be charged to investigate some or all of the following. The offices of Student Research, Registrar, and Academic Affairs could provide assistance in collecting and analyzing data.

- A. The current practices in colleges and departments with regard to coordination or control of grade distributions.

(Do deans, department heads, course coordinators, faculty committees, regularly offer any information or rules or guidelines on grading?)

- B. The distribution of grades across colleges, departments, courses, types of courses, instructors.

(Do significant differences exist? Are these differences unfair to students?)

- C. The extent of grade inflation within particular colleges, departments, courses, and types of courses.

(Have some areas shown more inflation than others over the past 20 years?)

- D. The relationship between student assessments and grade distributions; study of statistical correlations and surveys of administrative and faculty perceptions.

(Do professors who give higher grades receive higher assessments by students? Do professors perceive that giving higher grades will lead to higher assessments? Does this perception influence faculty grading decisions?)

- E. The relationship between student assessments and the administrative evaluation of faculty.

(Does the faculty and administration perceive that higher student assessments lead to a more favorable evaluation of faculty by administrators?)

- F. The relationship between faculty grade distributions and the administration's evaluation of faculty members.

(Do administrators examine faculty grade distributions? Do grade distributions influence merit pay?)

- G. The extent to which drop-add policies, withdrawal dates, credit/no credit courses and other administrative policies are related to grade point averages. Faculty and administration perception of causal relationships.

(Do some university policies lead to misleading grade point averages?)

- H. Review of the current definitions for the letter grades at UNI.
(See appendix)

4. POSSIBLE IMMEDIATE ACTION

There are several steps that can be taken almost immediately that will serve to call more attention to grades and grading practices. The Senate may wish to implement one or more of the following measures, regardless of whether it decides to commission a committee for further study as suggested in Part 3 of this report.

- A. Make publicly available each semester data on grade distributions broken down by one or more of the following:
- college
 - department
 - course
 - instructor
 - section
- B. Recommend an annual forum or forums for discussion of grade distribution and grading practices within departments, within colleges, or university wide.
- C. Encourage faculty and administrators to establish grading norms for courses or groups of courses, and to coordinate grading practices on a regular basis.
- D. Recommend that orientation of new faculty include a discussion of grading practices.

5. References

- Bejar, Isaac I. and Blew, Edwin O. Grade Inflation and the Validity of the Scholastic Aptitude Test. American Educational Research Journal. 1981, 18, 143-156.
- Juola, Arvo. Grade Inflation in Higher Education, 1979, is it over? East Lansing, Mich.: Learning and Evaluation Service, Michigan State University, 1979.
- Prather, James E; Smith, Glynton; and Kodras, Janet E. A Longitudinal study of grades in 144 undergraduate courses. Research in Higher Education. 1979, 10, 11-24.
- Suslow, Sidney. Grade Inflation: End of a trend? Change, 1977, 9, (3) 44-45.

UNIVERSITY OF NORTHERN IOWA

Cedar Falls, Iowa 50614

Fully accredited by the National Council for Accreditation of Teacher Education

FORMER NAMES

1876-1909 Iowa State Normal School
1909-1961 Iowa State Teachers College
1961-1967 State College of Iowa

MARKING SYSTEMS

- 1898-1899 Previous to the winter term 1898-99, grades were reported in percentages.
- 1899-1916 From winter 1898-99 to summer 1916, the marking system was as follows:
1, Excellent; 2, Good; 3, Fair; 4, Passed
- 1916-1929 From summer 1916 to fall 1929, the marking system was as follows:
E, Excellent; A, Above medium; M, Medium; B, Below medium; U, Unfinished; C, Conditioned; FI, Failure; P, Passed, used for credit earned through correspondence study and in some drill subjects.
- 1920-1929 Beginning with the summer 1920, grade points were awarded on the following basis: E, 3 grade points per hour of credit; A, 2; M, 1; B, none.
- 1929- Since fall 1929, grades and grade points have been awarded as follows:
- | | | | | |
|---------------|-------------------|-----|-----------|-------------|
| A | Excellent | =4 | | A- = 3.67** |
| B | Above average | =3 | B+ = 3.33 | B- = 2.67** |
| C | Average | =2 | C+ = 2.33 | C- = 1.67** |
| D | Below average | =1 | D+ = 1.33 | D- = 0.67** |
| F or FI | Failure | =0 | | |
| N/C | No Credit | =0 | | |
| U | Unfinished | =0 | | |
| P or Pc or CR | Passed or Credit | =0* | | |
| W | Withdrawn | =0 | | |
| WP | Withdrawn passing | =0 | | |
| WF | Withdrawn failing | =0 | | |

*Used for credit by examination and for courses taken on a pass-fail or credit-no credit basis

**Added beginning spring 1969

CREDIT

Credit shown on transcripts of records may be in either or both quarter and semester hours. Credit earned prior to summer 1957 is always in quarter hours. Credit earned beginning summer 1957 is in semester hours.

COURSE NUMBERS

- 1935- Prior to 1935, no meaningful course number system was used. Beginning summer 1935, the following system used:
0 prefixed, open to students of any classification; 1-9, freshmen only; 10-99, freshmen and sophomores; 100-199, freshmen, sophomores, juniors; 200-299, sophomores and juniors; 300-399, sophomores, juniors, seniors; 400-499, juniors and seniors only.
- 1941- 500-599, seniors only, was added.
- 1952- Beginning summer 1952, 500-599, juniors, seniors, graduates; 600-699 graduates only.
- 1957- Since summer 1957, the following system has been used:
0- 99 designed primarily for freshmen and sophomores
100-199 designed primarily for juniors, seniors, and graduates***
200-299 open to graduates only
300-399 open to doctoral candidates only
***Since summer 1959, graduate credit only if shown with the letter G

GRADUATE TRANSFER CREDIT

Graduate transfer credit will be added to a student's record if the student is a degree candidate and if the credit is applicable to the degree being sought.

Appendix B. GPA and Composite ACT scores

Mean ACT Composite Score of Entering Freshmen Fall 1973 through 2004.

Fall term	UNI Mean ACT Composite	UNI Median ACT Composite	National Mean
2004	22.9		
2003	22.9	23.0	
2002	22.8	22.0	20.8
2001	23.0	23.2	21.0
2000	23.0	23.3	21.0
1999	23.3	23.2	21.0
1998	23.6	23.5	21.0
1997	23.2	23.5	21.0
1996	23.0	23.4	20.9
1995	23.1	23.3	20.8
1994	23.0	23.3	20.8
1993	22.9	23.3	20.7
1992	22.8	23.2	20.6
1991	23.1	23.0	20.6
1990	21.6	23.4	20.6
Enhanced ACT Format			
1989	21.8	22.3	18.6
1988	21.8	22.6	18.8
1987	22.1	22.5	18.7
1986	21.3	22.8	18.8
1985	21.3	22.0	18.6
1984	21.0	21.0	18.5
1983	20.8	21.0	18.3
1982	20.6	21.0	18.4
1981	20.6	21.0	18.5
1980	20.5	21.0	18.5
1979	20.6	21.0	18.6
1978	20.6	21.0	18.5
1977	20.7	21.0	18.4
1976	21.2	21.0	18.3
1975	21.5	22.0	
1974	21.8	22.0	
1973	22.2	23.0	

[illegible]

Grade point averages by classification and by semester 1946 to 2004.

Fall term					Spring term				
Year	Freshman	Sophomore	Junior	Senior	Year	Freshman	Sophomore	Junior	Senior
2004					2004	2.83	2.95	2.93	3.16
2003	2.66	2.88	2.89	3.17	2003	2.78	2.95	2.96	3.17
2002	2.72	2.93	2.98	3.18	2002	2.78	2.96	2.95	3.15
2001	2.67	2.91	2.97	3.17	2001	2.80	2.99	2.97	3.19
2000	2.67	2.93	2.92	3.19	2000	2.85	2.95	2.95	3.17
1999	2.71	2.95	2.95	3.19	1999	2.81	2.93	2.96	3.14
1998	2.68	2.91	2.95	3.16	1998	2.75	2.93	2.93	3.14
1997	2.67	2.90	2.91	3.15	1997	2.74	2.93	2.92	3.20
1996	2.62	2.87	2.90	3.14	1996	2.76	2.89	2.90	3.09
1995	2.59	2.82	2.85	3.06	1995	2.66	2.87	2.88	3.04
1994	2.59	2.82	2.86	3.07	1994	2.73	2.81	2.85	3.04
1993	2.59	2.80	2.83	3.06	1993	2.69	2.83	2.85	3.03
1992	2.57	2.82	2.86	3.08	1992	2.72	2.79	2.84	3.03
1991	2.59	2.80	2.81	3.06	1991	2.71	2.77	2.84	3.03
1990	2.56	2.77	2.82	3.07	1990	2.62	2.75	2.87	3.03
1989	2.55	2.80	2.83	3.02	1989	2.62	2.82	2.87	2.96
1988	2.46	2.77	2.81	2.98	1988	2.71	2.78	2.82	2.96
1987	2.60	2.76	2.78	2.94	1987	2.65	2.72	2.81	2.96
1986	2.48	2.67	2.74	2.95	1986	2.58	2.69	2.80	2.97
1985	2.44	2.68	2.75	2.96	1985	2.58	2.69	2.80	2.94
1984	2.41	2.66	2.78	2.96	1984	2.57	2.76	2.81	2.97
1983	2.44	2.71	2.79	2.97	1983	2.50	2.60	2.80	2.90
1982	2.46	2.72	2.78	2.99	1982	2.59	2.75	2.86	2.99
1981	2.43	2.75	2.81	2.98	1981	2.59	2.78	2.85	3.01
1980	2.46	2.78	2.82	3.00	1980	2.53	2.71	2.88	2.97
1979	2.40	2.70	2.82	2.98	1979	2.54	2.70	2.81	3.01
1978	2.41	2.74	2.83	3.02	1978	2.53	2.68	2.89	3.02
1977	2.46	2.73	2.86	3.06	1977	2.64	2.76	2.85	3.00
1976	2.52	2.75	2.87	3.03	1976	2.56	2.67	2.8	3.00
1975	2.39	2.75	2.88	3.09	1975	2.56	2.77	2.94	3.09
1974	2.47	2.75	2.97	3.13	1974	2.62	2.81	2.94	3.11
1973	2.45	2.77	2.89	3.10	1973	2.70	2.85	2.96	3.10
1972	2.47	2.75	2.92	3.10	1972	2.63	2.78	2.85	3.02
1971	2.48	2.67	2.81	3.01	1971	2.50	2.66	2.77	2.90

Fall term					Spring term				
Year	Freshman	Sophomore	Junior	Senior	Year	Freshman	Sophomore	Junior	Senior
1970	2.44	2.54	2.67	2.83	1970	2.57	2.65	2.75	2.92
1969	2.31	2.50	2.60	2.86	1969	2.36	2.48	2.57	2.79
1968	2.23	2.37	2.47	2.75	1968	2.27	2.38	2.46	2.71
1967	2.20	2.33	2.46	2.75	1967	2.25	2.31	2.49	2.69
1966	2.17	2.33	2.43	2.69	1966	2.23	2.41	2.44	2.70
1965	2.24	2.37	2.44	2.75	1965	2.18	2.33	2.45	2.70
1964	2.13	2.29	2.44	2.66	1964	2.17	2.32	2.46	2.66
1963	2.15	2.26	2.42	2.64	1963	2.15	2.29	2.43	2.63
1962	2.11	2.29	2.43	2.61	1962	2.11	2.32	2.40	2.67
1961	2.11	2.32	2.37	2.67	1961	2.11	2.27	2.43	2.63
1960	2.04	2.14	2.42	2.64	1960	2.17	2.37	2.45	2.63
1959	2.08	2.38	2.40	2.60	1959	2.15	2.38	2.49	2.63
1958	2.09	2.34	2.46	2.68	1958	2.19	2.45	2.49	2.71
1957	2.15	2.41	2.55	2.73	1957	2.21	2.51	2.57	2.75
1956	2.24	2.51	2.61	2.89	1956	2.31	2.49	2.61	2.81
1955	2.26	2.52	2.67	2.91	1955	2.30	2.50	2.70	2.84
1954	2.23	2.53	2.65	2.86	1954	2.28	2.52	2.64	2.87
1953	2.25	2.53	2.69	2.92	1953	2.31	2.55	2.66	2.87
1952	2.26	2.54	2.62	2.81	1952	2.30	2.52	2.62	2.79
1951	2.22	2.49	2.59	2.76	1951	2.38	2.53	2.61	2.73
1950	2.23	2.46	2.56	2.76	1950	2.31	2.45	2.62	2.77
1949	2.14	2.45	2.54	2.67	1949	2.22	2.45	2.51	2.69
1948	2.11	2.41	2.43	2.7	1948	2.24	2.36	2.56	2.68
1947	2.04	2.41	2.52	2.74	1947	2.10	2.39	2.53	2.70
1946	2.20	2.50	2.51	2.74	1946	2.25	2.45	2.63	2.70



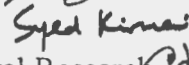


NOTES

1. Prior to the summer of 1957 the university was on the quarter system.
2. Plus/minus grading went into effective in Spring 1969 for undergraduate students and in Fall 1978 for graduate students.
3. Grades of withdrawn - passing and withdrawn - failing were discontinued in Fall 1962.

Office of the University Registrar - January 2005

Summary of President Robert D. Koob's Five-year Evaluation by University of Northern Iowa Faculty

prepared by the UNI Faculty Presidential Review Committee March 30, 2005

Daniel J. Power, Chair of the Faculty 
Ronnie Bankston, Chair of the Faculty Senate 
Syed Kirmani, Chair of the Graduate Faculty 
Gene Lutz, Director of the Center for Social and Behavioral Research 
Kim MacLin, Chair of the Graduate Council 

Introduction

The University of Northern Iowa Faculty Senate authorized faculty review of the University president on October 18, 1976. Evaluations of the president in the fifth year of service have been conducted since then as appropriate. President Koob began his service to the University of Northern Iowa in the Fall of 1995 and this is a summary of his second 5-year presidential review.

President Robert D. Koob reports to the Iowa Board of Regents and he directly supervises the Vice Presidents for Academic Affairs, Educational and Student Services, Administration and Finance and University Advancement. He also supervises Board and Governmental Relations, Compliance and Equity Management and an Operations Auditor. The University of Northern Iowa is a complex organization with 12,824 students in Fall 2004, including 11,220 undergraduate students and 1,604 graduate students. The full-time voting Faculty is approximately 600. The annual operating budget exceeds \$100 million. UNI was named a 2005 Best College in the Midwestern Region by the Princeton Review.

The Chair of the UNI Faculty organized the Review Committee and the committee then managed the review process. The committee was organized September 21, 2004 and met during the Fall Semester to develop a protocol that included administering a structured questionnaire to the voting faculty and personal interviews of five senior administrators who report directly to the President. The committee met with President Koob on Wednesday, October 20, 2005 to discuss the review process. At President Koob's request, the Review Committee agreed to seek faculty participants for a limited number of focus group sessions that would include the President in an open discussion of important issues facing the University in the next 5 years. The committee's intent throughout was to systematically collect feedback and suggestions related to Dr. Koob's performance.

Faculty Survey

A total of 599 printed questionnaires were mailed on January 21, 2005 to all voting members of the UNI faculty with a self-addressed campus return envelop provided. Data collection ended February 9, 2005. The final number of completed questionnaires returned was 203, for a return rate of 34%. However, only 202 questionnaires were used for quantitative analysis, because 1 questionnaire was returned with only open-ended comments. Completed questionnaires were returned to the Center for Social and Behavioral Research. Center staff performed data entry and item tabulations of the faculty responses, including a file of the open-ended comments. Faculty participation was anonymous, confidential and voluntary.

The respondent group was approximately representative of the Faculty. Table 1 summarizes the demographics of the respondents. To enhance the sample's representativeness, case weights calculated based on gender, tenure status and college were applied throughout the actual data analysis.

Table 1. Unweighted Demographics

Demographics	Unweighted Data			Population %
	N	%	Valid %	
Gender				
Male	114	56	64	61
Female	64	32	36	39
Refused	25	12	0	0
Tenure Status				
Tenured	157	77	82	76
Not Tenured	35	17	18	24
Refused	11	5	0	0
College				
Business Administration	12	6	7	10
Education	53	26	30	27
Humanities and Fine Arts	29	14	16	23
Library	5	2	3	4
Natural Sciences	43	21	24	18
Social and Behavioral Sciences	35	17	20	18
Other	1	0	1	1
Refused	25	12	0	0

Faculty Survey Results

The questionnaire was organized in terms of 5 major categories: Overall Leadership, Communication, Management, Other Activities, and Overall Performance. A five point scale was used for the ratings: 1=Poor, 2=Fair, 3=Satisfactory, 4=Good, 5=Excellent. A

majority of faculty respondents rated President Koob as Good or Excellent on 41 of the 43 items in the questionnaire.

President Koob's Overall Performance, Effective Communication and Effective Leadership were rated as Satisfactory or higher by more than two-thirds of the faculty respondents, with Excellent ratings being assigned by one-fourth or more of the respondents. Table 2 shows a detailed break-out on these three summary items. The "Total %" shows the percentage of responses based on the total sample. The "Assessed %" shows the percentage of responses based only on those who provided an assessment for each individual item, thus, omitting those who marked "X" (cannot assess) or who provided no response at all from the computation. Mean scores are also shown for the "assessed" respondents.

Table 2: Summary Items									
<i>Use the following scale to rate the overall performance item below.</i>									
<i>1=Poor 2=Fair 3=Satisfactory 4=Good 5=Excellent X=Cannot Assess M=Missing</i>									
	Mean	1	2	3	4	5	X	M	
Overall rating of the President's performance.									
Total %		13	13	14	24	27	2	7	
Assessed %	3.4	14	14	15	27	29			
Is an effective leader.									
Total %		16	10	16	22	31	4	1	
Assessed %	3.4	17	11	17	23	32			
Communicates effectively with faculty and staff.									
Total %		13	16	15	25	26	3	3	
Assessed %	3.4	13	17	16	26	27			

The most positive ratings by faculty were for President Koob's Leadership with external groups. On each of the following six items the mean rating was 4.0 (Good) or higher (Excellent): Effectively represents the University to the Board of Regents, Effectively represents the University to mass media, Demonstrates community citizenship and local service, Is effectively involved in Iowa economic development activities, Builds positive relationships with the general public of Iowa, Builds positive relationships with University alumni, and Builds positive relationships with potential donors.

While still on the positive side, the three items with the lowest means indicated some concerns with President Koob's handling of difficult issues, whether he is fostering an effective faculty governance system, and whether he appropriately distributes financial resources within the University. It should be noted that none of the mean scores for the 43 items on the questionnaire fell below 3.2 on the 1-5 rating scale.

Senior Administrator Interview Results

Pairs of Review Committee members interviewed each of the five senior administrators reporting directly to President Koob during January-February of 2005. These interviews were guided by a set of ten general questions addressing such topics as strengths and weaknesses, direction of the university, and suggestions for improvement. The general and uniform tenor of the responses were overwhelming favorable. Strengths mentioned paralleled those recognized by the faculty, with mention of other characteristics such as

the President's leadership during budget challenges and the creation of a positive working environment. Three types of comments were recurring in the interviews: President Koob's focus on quality, his excellent communication skills, and his integrity. Given his excellent communication skills, one suggestion for improvement that was mentioned more than once was that he should communicate more of his ideas directly to the campus community. It was acknowledged that President Koob is accessible and always willing to speak to groups when asked.

Conclusions

Overall, the questionnaire results indicate President Koob is held in high esteem by the UNI faculty, and the administrator interviews indicate he is highly respected. The highlights of the open-ended comments from faculty revealed substantial praise and some concerns, misunderstandings and even disagreements about past decisions, some lack of agreement concerning the appropriate role for the UNI President, some anxieties about the quality of students and the quality of teaching, some concerns about research and scholarship expectations, and concerns about his perceived excessive attention to athletics/sports. Some concerns were expressed about the declining resources allocated to the College of Education and its ongoing importance to the University. On the other side of the ledger there were many favorable mentions of the President's high profile with external audiences, his support for the liberal arts core, his contribution to creating a positive campus climate, and the sense that he is a caring and humane person.

Suggestions included having the President provide active leadership to the university community so that collectively it gives greater attention to the social factors that are influencing higher education at UNI and beyond. Specifically mentioned were the declining numbers of new students, a perceived increase in the proportion of ill-prepared entering students, the seemingly unending and ever-expanding demands for accountability requiring resources but having few benefits, and the dynamic and global nature of careers. President Koob was encouraged to continue to discuss with faculty their concerns and his ideas. Focus groups and the ongoing Campus Conversation provide a means for engaging the faculty in such productive discussions. A concern was expressed that while President Koob needs to communicate more with faculty, he needs to respect the formal communication channels. Apparently, some direct email exchanges have created minor problems in the administrative hierarchy. Finally, as the budget problems subside President Koob is encouraged to enhance the academic infrastructure and renew the focus on the core academic issues of quality teaching, research and service.